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F.E.R.A. • Funds for Education • The New Deal and Education
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Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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*The Office of Education,
U.S. Department of the
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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems," and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes **SCHOOL LIFE**, a monthly service, September through June. **SCHOOL LIFE** provides a national perspective of education in the United States. Order its service for 1 year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to **SCHOOL LIFE** to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

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New York Academy of Design, New York City

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OFFICE OF EDUCATION NEW PUBLICATIONS

Selection and Appointment of Teachers, Bulletin, 1932, No. 17, Monograph 12.	10 cents
Programs of Guidance, Bulletin, 1932, No. 17, Monograph 14.	10 cents
Instruction in the Social Studies, Bulletin, 1932, No. 17, Monograph 21.	10 cents
Teachers' Problems With Exceptional Children, Pt. 1, Blind and Partially Seeing Children, Pamphlet 40.	5 cents

FREE

(Single copies only)

Centralized purchasing and distribution of school supplies, Circular 112.
An Annotated Bibliography on the Education and Psychology of Exceptional Children, Circular 120.
The Economic Outlook for Higher Education, 1933-34, Circular 121.

OFFICE OF EDUCATION
United States Department of the Interior



Electrified Language Teaching



CLINE M. KOON

Specialist in Education by Radio

ELECTRICITY was swiftly adapted to the problem of artificial light. Soon it was applied to the problems of power, of transportation, of communication, and entertainment.

We have been slow in applying the magic of electricity to the problems of education. The next 10 years, however, will undoubtedly see a rapid development along this line.

Suppose we press a button and light up before our eyes electrified teaching of foreign languages as it may be done a few years hence.

The class assembles and is given preliminary instructions and directions by means of a loudspeaker. This speaker is connected with a phonographic recording at some central point in the school system. By means of additional loudspeakers in other schools and other rooms in the same school, all students studying a language receive the same lesson at the same time. The screen lights up and the television teacher appears to instruct the class, along with thousands of other similar classes throughout the country.

The distant teacher has at his command, of course, all the aids that research studies and scientific experimentation have indicated are needed. He is a past master of the art of teaching the language. He carefully times his procedure as the lesson progresses, and skillfully uses teaching tools as they should be used. Close-up photography enables him to show details of tongue placement and lip formations needed to produce dif-

cult sounds. At appropriate times he tunes in actual situations, a family at dinner, a person making a purchase, or similar activity in the foreign country whose language is being studied. With such examples he will illustrate points he is making. Words that come in over the air appear at the bottom of the screen so that students may associate sight and sound of words at the same time. A teletype machine records the lesson and duplicate copies are available for each student as soon as the lesson is completed.

Each desk is equipped with a miniature recording device that enables students to record any parts of the lesson they do not understand and desire to hear again. Laboratory-library exercises follow the more formal presentation of the lesson. Students work in small individual rooms just off the main laboratory-library. Each student practices making records from the lesson manuscript and groups of students play and criticize these recordings. The library has a rich supply of

phonograph records in and about the language. Bright books with many colored illustrations, most of them actually prepared in the native country of the language being studied, portray the life and customs of the country. There are grammars in the library, but not so many as in the past. Periodically, several classes of students attend foreign-language talking-picture shows to review and supplement the course. Television broadcasts directly from the foreign country are received in the homes of the students. Variety and realization of rapid progress in mastering the language keep the interest of the student keen. Learning a language becomes a real joy.

Our dream is over. There are practical problems to be considered. Were the school of tomorrow to use all of the sight and sound aids considered above, the classroom teacher would still be indispensable. Provision would have to be made for individual differences. Personal guidance would still be necessary for some students. Pupils' errors still would have to be corrected. Instruction would still have to be localized and synchronized with experiences and lives of pupils. Poor reception may occur occasionally and that would have to be taken into consideration. New scientific tools may open up horizons and arouse students' intellectual curiosity—they may greatly improve modern language instruction and other kinds of instruction, but they will never replace the classroom teacher. In fact, the better the instructor, the more efficient use she can make of the aids science has produced as educational tools.

SCHOOL LIFE, as official organ of the Office of Education, has been devoted chiefly to reporting the work of this unit of Government. With the uniting of the staffs of the Office of Education and the Federal Board for Vocational Education, SCHOOL LIFE becomes the mouthpiece for the combined Federal interests in education.

FERA Funds for Education

THOUSANDS of letters from school officials and teachers asking for information about the Federal Emergency Relief Administration's educational program have recently reached the F.E.R.A. headquarters, the Federal Office of Education in Washington, and State F.E.R.A. offices throughout the United States.

Superintendents and principals faced with the problem of caring for the largest school enrollments in history, with fewer teachers to bear the burden, want to know how they can get aid. Unemployed classroom teachers, and those unpaid for months and in some cases years, want to get jobs or want warrants cashed. What does the Federal emergency relief educational program hold for them?

And those hundreds of thousands of unemployed persons, factory workers, high-school and college graduates, the men and women on the street, fathers and mothers, big sisters and brothers, with more leisure time on their hands than ever before, they, too, ask the question, what is this emergency-relief proposition?

Thousands of questions have already been asked. Thousands more will continue to be asked. The Federal Office of Education, through *SCHOOL LIFE*, presents to its readers throughout the United States typical questions asked. The answers have been supplied by the F.E.R.A., headquarters in Washington.

1. Are Federal Emergency Relief Administration funds for schools? No; they are for relieving the unemployment situation. The funds may be used to pay relief wages to persons qualified to teach—persons who are on relief roles.

2. What do they teach? The F.E.R.A. specifies that work-relief wages be paid to needy persons qualified to teach (1) rural elementary schools; (2) illiterates; (3) rehabilitation classes for physically handicapped; (4) vocational education; (5) general adult education, and (6) nursery schools.

3. How can unemployed teachers get Emergency Relief teaching jobs? Teachers in need of relief register on State relief roles. State and local relief agencies compile lists of candidates for teaching positions from the relief register. State and local school authorities select qualified teachers from these lists.

4. Who will work out plans for using Federal relief funds for instruction serv-

★ ANSWERS to Questions Which Clarify the Federal Emergency Relief Educational Program

ices? State departments of education in consultation with other State and local educational leaders draw up the plans. The program is discussed with State Emergency Relief Administrators, and then with the F.E.R.A. headquarters in Washington. The Federal relief office must approve all programs submitted.

5. Can the F.E.R.A. in Washington employ teachers direct? No. That is a State and local matter.

6. Is the Emergency Relief money only for teachers' salaries? Yes. No money goes for teaching materials or other school administrative costs.

7. Which rural schools can be supplied teachers paid from relief funds? Schools in districts having communities no larger than 2,500 population according to the 1930 census, and of these only those which were closed on or prior to August 19, 1933, or have shortened terms.

8. Can college students, compelled to give up their studies because of lack of funds, get loans from the F.E.R.A. to continue their college work? No.

9. Who administers the educational programs financed by Federal relief funds? Supervision and control of these programs is under the State Department of Education.

10. Must classes taught by work-relief teachers be held in public-school buildings? No; they can be held in Y.M.C.A. or Y.W.C.A. buildings, club rooms, hotels, or elsewhere, but they must be held under public auspices or control.

11. What is a work-relief wage? This is decided by local emergency relief

administrations. In New York City the weekly wage is \$15.

12. Is membership in such classes limited to unemployed adults? No; classes are open to employed persons as well as those unemployed. Teachers, however, must be qualified by experience in their field of instruction, and in need of relief.

13. Does this mean that persons other than experienced teachers needing relief will be employed by the F.E.R.A. to teach? Yes; for instance, an experienced engineer, on relief roles, may be given a job to teach other persons interested in engineering. The same applies to persons expert in other fields, on relief roles.

14. If a State or city program to organize classes under the F.E.R.A. rules and regulations has not been approved, can a person in that city or State get work-relief wages for teaching? No; the State or city program must be approved before work-relief teaching jobs are given. Generally, however, public demand makes it necessary that cities or States get programs approved.

15. How many months shall rural school districts be entitled to have instructional services paid out of relief funds? The number of months representing the difference between the months of school planned for this year and the months of school operation in 1930-31.

16. What school districts may organize classes for illiterates to be taught by needy unemployed teachers paid from relief funds? Any school district, city or rural, in a State which has had its program approved by State and Federal Emergency Relief headquarters.

17. When may classes be held? At any hour of the day or evening.

Since the preparation of this article the C.W.A. (Civil Works Administration) has taken over many functions of the F.E.R.A. See December *SCHOOL LIFE* for details of Civil Works program.

18. How many States have applied for F.E.R.A. funds for education? Thirty-six States to date.

THE EDUCATIONAL work relief program lifts the relief program out of the mere supplying of food and clothing into something which is constructive and purposeful. Its benefits to education are incidental, but they may nevertheless have permanent implications of the greatest significance.

—GEORGE F. ZOOK.

From Textbooks to Pins

HOW WILL the recovery program in industry affect school budgets? During the 1931-32 school year American school boards paid \$87,934,909 to thousands of different industries for school supplies and equipment which ranged from pins to printing presses.

Now all American industries are coming under the N.R.A. codes which will materially change their relations to their customers. Hours will be shortened, wages will go up, unfair methods of competition will be eliminated.

Will this mean higher prices?

No one knows yet, but the latest information from authoritative sources, vague though it may be, indicates that prices may go up from 25 to 30 percent.

But one thing is certain!

As the N.R.A. marches on in its attempt to defeat the depression, and as many proposed codes arrive daily in Washington, it becomes apparent that in the near future everything in the way of supplies that will go into a school building, classroom, or school basement will carry the impress of a code.

From kraft paper to typewriters, from steel lockers to microscopes—all industries which produce products that schools use are now busy proposing codes of fair competition to the National Recovery Administration for approval.

In the near future codes will cover not only instructional supplies, but such items as floor polish, baseball bats, paper towels, desks, water fountains, and cafeteria equipment.

According to the Educational Market, published by the Educational Press Association, "mountains of supplies and equipment are consumed every year by the schools. In Los Angeles alone, more than 21,000 separate articles are required to operate the schools."

It is estimated that the number of industries which supply school materials, and which have proposed codes, runs into many hundreds and will soon reach the thousand mark.

Regulation of these industries now becomes the gigantic task of the N.R.A. Each industry is required to propose regulations which would "effectuate the policy of the National Recovery Act, by reducing unemployment * * * eliminating competitive practices * * * and otherwise rehabilitating the industry."

★ ALL supplies and Equipment—in Fact Everything a School Buys—Will be Affected by the N.R.A.

Twelve proposed codes concerned primarily with school supplies and equipment are now available in printed form from the Superintendent of Documents at Washington, price 5 cents each. Standard methods of establishing prices and control of production seems to be the general demand of all industries. The National School Supply Association would establish a national control committee to regulate the production and distribution of school supplies and equipment.

The National Text Book Publishers Council in a code submitted by its chairman, H. H. Hilton, Newark, N.J., proposes that publication of a "so-called special edition of a textbook, representing slight changes in content for the purposes of affecting a disproportionate reduction in price, shall be considered unfair practice."

Other significant proposed regulations of the textbook publishing industry follow:

SEC. 3. It shall be unfair competition for any member of the textbook publishing industry to sell, offer, or contract for sale or adoption, directly, or indirectly * * * any product of the industry at a lower price or at a greater reduction than listed * * * by its publisher, or on more favorable terms than provided for in the code.

SEC. 4. On and after January 1, 1934, an exchange allowance may be made as follows: When an old, displaced, complete, basal, elementary, and/or high-school

textbook of the same subject and grade is received in exchange for a new and different textbook introduced in its stead, an additional discount of not in excess of 5 percent of the list price of the new book purchased may be allowed.

SEC. 5. Inasmuch as the sending of sample textbook for examination is a recognized part of the promotional work of the industry, it is agreed that such samples shall be sent complimentary only to school boards, school officials, teachers, and other persons charged with the responsibility of adopting textbooks or recommending the same for adoption. Desk copies, sets of books for trial class use or demonstration purposes * * * shall be charged at regular prices.

SEC. 5. It shall be unfair competition for any member of the industry after opening of public competitive bids to revise his bid * * * and after an adoption has regularly been made, to interfere with the execution of a legal contract based upon such adoption.

SEC. 9. It shall be unfair competition to increase the price of any textbook or series sold after the effective date of the code by more than may be necessary by actual increases in production. * * *

A public hearing for the stationery, tablet, and school paper manufacturing industry code was held on October 5. At that time W. W. Saunderland, of Cleveland, Ohio, disclosed that the industry would consider it an unfair method of competition for any manufacturer to sell below his own cost, and that each member would be required to file with the code authority price lists and terms of sales.

Through the National Guild of Academic Costumers the academic costume industry, proposed a code of ethics which prohibits "the payment or allowance * * * to student or faculty members of rebates, discounts, free caps, gowns, or other gifts * * *." That code, as do all others, provides also for shorter hours, abolition of child labor, and increase in wages.

Other industries manufacturing school supplies which have proposed codes are:

Industry	Association
Wood-cased lead pencil industry.	Lead Pencil Institute.
Ink and adhesive industry.	Ink and Adhesive Manufacturers Association.
Artists and drawing materials dealers.	Artists Material Association.
Loose leaf and blank book industry.	National Stationers Association.
Desk accessory manufacturing industry.	Do.
Blotting paper industry.	American Paper and Pulp Association.
Kraft paper industry.	Do.
Typewriters and office machine industry.	National Typewriter and Office Machinery Dealers.

—BEN P. BRODINSKY.

THE NICKELS and dimes which schoolboys and girls spend every day for tablets and notebooks mount up to many millions of dollars a year. In 1928, tablet and notebook sales amounted to \$40,000,000. In 1932, sales had dwindled to \$24,000,000. According to the Stationery, Tablet and School Paper Manufacturing Association, drawing up its N.R.A. code, the business which supplies our Nation's school children with paper and tablets gives work to 6,000 persons in 19 States of the Union. Their estimated payroll, \$7,000,000 in 1928, was \$6,000,000 in 1932.

EDUCATION on 42nd Street

*"... COME and hear those tramping feet
On the avenue, I'm taking you to—
Forty-second street . . ."*



THE WEST END of one of the best-known streets in the United States is bright with flashing electric lights; the east end is bright with a new lamp of knowledge.

Five minutes east from Broadway along Forty-second Street is the Central School of Business and Arts. Here education is "packing them in" by the thousands every day in a way to make theater owners green with envy.

A Broadway showman's idea of success is to hang out the S.R.O. sign. Standing room only is a daily experience in New York's new free day classes for men and women.

"We don't dare tell much about our classes in the newspapers," Mr. Oakley Furney, director of the program, told me. "If we did we would have 50,000 adult students on our hands instead of 18,000. We can't find space for any more."

What is this new venture in education which is meeting with such tremendous success?

It is an experiment in adult education. It has particular interest for everyone because New York's program or something like it can be organized and carried on with Federal funds in every State of the Union. Already 36 States have applied for funds to start adult-education programs under authorization and with funds from the Federal Emergency Relief Administration.

New York's Emergency Educational Program began last fall; December 1, 1932, to be exact. Examining its relief roles, New York found hundreds of unemployed teachers and experts in various technical fields. It was an obvious waste of ability to give such persons pick-and-shovel relief work. Also, New York dis-

covered that thousands of unemployed men and women wanted to use their enforced idleness to fit themselves for the new job waiting just around the corner.

To get together teachers who wanted to teach and adults who wanted to learn, the State Emergency Relief Administration allotted \$30,000 for an experimental two-month program in New York City with two purposes, "(1) to provide 'made work' employment for men and women with excellent training and experience in

urgent need of financial assistance; and (2) to provide additional educational opportunities for thousands of unemployed young people, homemakers, and others."

The experiment received an overwhelming response. Hundreds of applications for permission to teach, thousands of applications from those who wanted to learn, buried the officials in charge. They were almost snowed under with problems of finding space, working out payrolls, registration, obtaining supplies, supervision, and a million details. But they worked day and night. Some of them are still working day and night. To open a whole new field of education on a shoestring requires top-speed work and long hours of overtime.

So warmly was the experiment welcomed that the State relief administration decided to increase the money allocations and extend the scheme up State. At present more than 1,500 unemployed adult experts are teaching in New York for "made work" wages. Their 40,000 students are mostly unemployed persons over 18 years of age. The program requires \$165,000 of relief money per month.

Depression and the N.R.A. forced continuation pupils into regular high schools. With the exodus of high-school boys and girls at 2:30 o'clock every afternoon the tide of men and women flows into many school buildings. Some classes for adults are held in the morning, but most meet in the afternoon. This also leaves mornings free for job hunting.

The Central School of Business and Arts at 214 East Forty-second Street is one of many centers that now welcome men and women hungry for education. The

NEW YORK calling Dr. Wilson", said an Albany telephone girl one autumn day last fall. "This is Hopkins", said the voice. "We can find work for the flannel-shirt people on relief down here, but we don't know what to do with the white-collar workers. How about starting some schools for the unemployed taught by the unemployed?" "Certainly", said Dr. L.A. Wilson, assistant commissioner for vocational and extension education, New York State. Out of that telephone conversation grew the remarkable New York emergency program of adult education. The Hopkins on the telephone was Harry L. Hopkins, then relief administrator for New York City, now relief administrator for all of the United States. Recent rulings by Administrator Hopkins permit the use of Federal relief funds for adult education and other educational services using able persons now on relief rolls.

centers are distributed all over the sprawling metropolis, Brooklyn, Bronx, Staten Island, and elsewhere. Some classes meet in the buildings of cooperating agencies, Y.M.C.A.'s, settlement houses, etc. But the majority meet in public schools.

A large smoke-stained U-shaped building, the Central School of Business and Arts spreads its two arms in welcome. Entering, one comes upon a large busy lobby crowded with men and women, some studying at long tables, others waiting to consult 6 or 8 counselors (part of the relief staff) who help newcomers register. On the right is a tiny kitchen. Some of the unemployed are hungry for food as well as education. "We feed 150 every day," says a staff member. Off in another corner men and women cluster around a long table intently watching a stocky, blond young man. A class in Russian, I am told. There is a big demand for Russian because of prospects of Russian recognition which may in turn open up New York jobs to those familiar with the language. These unemployed people are on their toes watching for opportunities for reemployment.

Counselors' desks face two large portable blackboards. Subjects offered are listed; shorthand (from beginning work to high speed), bookkeeping, dictaphone, business English, Spanish, Spanish shorthand, salesmanship, public speaking, advertising lay-out, mimeographing, sculpture, Italian, jewelry, woodcarving, wood-block cutting, fashion designing, portrait painting, life drawing, water color, landscape, office machines, journalism, dentist's office assistant, public speaking, vocabulary improvement, French, German.

One of the counselors erases a small square after a subject.

"What does that mean?" I asked.

"Section filled up. No room for any other students."

Most of the squares are blank. This enormous school is running up to capacity. A counselor regretfully tells a young woman to come back later. There is no room in the classes she asks to enter. But she may be able to find another course at another center. The variety of courses offered is amazing. It varies from ballet dancing at the Dancers Club to gardening and poultry at the Bronx Botanical Gardens (farming is popular); from oriental rugs to traffic management; from photography to how to buy printing; from antiques to tailoring; from choral work to fencing; from Czech to counterpoint; from child care to foods and clothing.

Methods of teaching are often quite different from usual classroom procedure. Earnest adults require a different approach. In sociology, economics, history, and civics the conference method used so successfully in vocational education for training foreman, is meeting with considerable success. The method is akin also to the seminar.

Alexander S. Massell is principal of the busy Central School of Business and Arts. Under his gracious guidance I visited room after room. Every class was filled to overflowing. The students were largely young people 18 to 25 years of age. Some were older. Everyone was working as if his life depended on it.

"That teacher," said Principal Massell as we left one class, "had a \$15,000 job. He is an expert in his line. At the moment he is glad to get a \$15 per week work relief teaching job. Students hang on his words."

Everywhere we went I noticed persons standing near classroom doors. "Why is that," I asked.

"They are eager to get a good seat," said the principal. "They come long before class time."

Soon I understood the importance of a "good seat." Classroom chairs were filled. Students squeezed themselves into window ledges. Others perched on tables.

Everywhere in the United States there must be adults who are equally eager for education. To visit one of these schools makes one wonder why we spend millions on young people, many of whom cut classes and dodge work, and yet spend almost nothing for those so anxious to learn.

In one class we entered a young man was writing shorthand on the blackboard. "Where is the teacher?" asked Principal Massell.

"The teacher didn't come," replied the young man, "so I am being the teacher today."

What a difference from college classes that rush out if the professor is 5 minutes late.

Principal Massell stopped a young man on a stairway.

"What are you studying?" he asked.

"Typewriting."

"Got a job?"

"Yes, substitute in the post office. They told me they would keep me on if I learned typing."

Many of the adult students have no jobs; others have jobs which they can hold only if they learn an additional skill. Depression has required many a stenographer to double as telephone girl or mimeographer. So they come back to school.

Before the free school for men and women opened this fall the individuals selected from the relief rolls to be teachers were brought into a training session. Many had had years of practical experience in their line of work but none in teaching. They took a two-weeks course in teaching methods. Not enough to be sure. But the testimony from all sides is that many emergency instructors are proving excellent teachers. They are engineers—civil, mechanical, electrical, chemical, and structural, artists; designers, musicians, nurses, accountants. Most of them are college graduates. Forty American and foreign institutions are represented. More than 50 had had previous experience in college or university teaching.

In New York City "relief" teachers receive \$15 per week. Their schedule calls for 22 hours per week, 15 for teaching, 7 for preparation of lessons, teacher-training conferences, and organization of courses. Up State the rate is \$12. Some are engaged for clerical counseling and administrative duties.

In New York City and Albany the Emergency Educational Program is directed by representatives of the State department of education. The public-school system and voluntary organiza-



tions cooperate. The schools themselves are run by the regular administrative staffs, thus Principal Massell has simply added responsibility for the adult school to this regular task of operating the high school. Elsewhere, in Buffalo, Rochester, Syracuse, and other cities, management is vested entirely in the local school system.

"Other States contemplate entering this field", I said to Mr. Furney, State department director of the program in New York City. "What difficulties would you urge them to watch for?"

"Two; first, to do a real good job there should be a complete and separate staff for supervision and direction. Although our selections of teachers have been better than 75 percent satisfactory, the teachers

need at least 2 weeks intensive training and in-service training after that. Secondly, there should be a financial provision for carrying on the work and for supplies. In New York City \$3,500 was earmarked for supplies. Five percent of educational relief funds set aside would adequately cover both supervision and supplies."

Classes for adults are but one phase of the Emergency Educational Relief Program in New York.

For those who want additional information on the remarkable program New York has carried out in a brief space of time, the Office of Education can supply a mimeographed statement by Dr. L. A. Wilson, director of the educational relief program for New York State, and other material.

—WILLIAM DOW BOUTWELL.

Child Labor Ruling

SINCE September 1, 1933, when the 16-year minimum age clause of the President's Reemployment Agreement became effective, many boys and girls of 14 and 15 have had to give up jobs which they had been holding. In some cases these children had gone to work to assist their families, at a time of acute distress. Unemployment, sickness, or death of the principal adult bread-winner and sometimes a combination of these catastrophes, had placed the burden of support upon the younger members. Cases have been brought to the attention of the Children's Bureau through letters and appeals from children and their families, in which the children's earnings, although amounting to only a few dollars a week, cannot be spared without a further lowering of the family standard of living.

Unless something is done to mitigate cases of real hardship there will be a tendency for employers and local compliance boards to exempt individuals from the flat age limit. Some exemptions have in fact already been granted locally, a policy which, if continued, would soon undermine the standard set up, and would lead to the employment of many children under 16. If some exceptions are made on the grounds of family necessity, or length of the child's employment, or nearness to the 16th birthday, it soon becomes impossible to draw any lines and the process of cutting under and breaking down N. R. A. standards has begun.

Through the cooperation of the Children's Bureau, the Federal Emergency Relief Administration, and the Labor Advisory Board of the N. R. A. a policy for dealing with these cases has been worked

out. The N. R. A. compliance boards have been instructed to carry out literally the 16-year age minimum, which was intended to provide employment among adults, and release children to continue their education. The Federal Emergency Relief has, however, recognized the fact that a hard and fast application of this policy will produce some cases of great hardship, and has therefore instructed all State emergency relief administrations, and through them all local relief agencies, to cooperate with the schools in locating such cases. Upon investigation, if it is found that the earnings of the minor are essential to maintaining a decent standard of living in the family, it is suggested that assistance be granted to the family, either in the form of work relief for some adult member of the family now unemployed, or through a direct relief grant sufficient to make up the deficiency in the family budget. By prompt action it is hoped that assistance can be rendered before these families are reduced to the kind of destitution which would ultimately force them to apply for relief.

The number of cases in which the minor's earnings will prove to be a major source of support will not be very large and as the reemployment of adults increases, this number will rapidly diminish. It is a temporary emergency problem which will not add greatly to the relief burden but one which is of extreme importance to the maintenance of N. R. A. standards.

CLARA M. BEYER,
Director, Industrial Division,
Children's Bureau.

Recent Theses

THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the library will be found, marked with an (*), in the current number of the Bibliography of Research Studies in Education.

BOOGHER, ELBERT W. G. Secondary education in Georgia, 1732-1852. Doctor's, 1932. University of Pennsylvania. 452 p.

DAGGETT, J. R. A study of the leisure time activities of 200 junior high school pupils of Westfield, N. J. Master's, 1932. New York University. 28 p. ms.

DENNISTON, OLIVE N. L. A renaissance in high-school composition through creative writing. Master's, 1932. Boston University. 74 p. ms.

FREDERICK, ORIE I. Two standardized check lists for the organization of secondary schools, one for junior high school grades and one for senior high school grades. Doctor's, 1932. University of Michigan. 64 p.

GRILLO, FRANC C. Secondary education in Italy. Master's, 1933. Boston University. 95 p. ms.

HARMON, FRANCIS L. The effects of noise upon certain psychological and physiological processes. Doctor's, 1932. Columbia University. 81 p. (Archives of psychology, no. 147.)

KNIGHT, MARION E. The certification qualifications of directed teaching applicants of West Virginia University. Master's, 1933. West Virginia University. 111 p. ms.

LONG, CLOYD D. A comparison of teacher's knowledge of arithmetic and ability to teach the subject. Master's, 1933. West Virginia University. 26 p. ms.

MARPLE, BERTHA F. An attempt of an English teacher to serve the other departments by training ninth-grade pupils in reading certain materials of science, social studies, and mathematics. Master's, 1933. West Virginia University. 48 p. ms.

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OLIVER, STANLEY C. A survey of the ability of school districts to support schools. Doctor's, 1932. Teachers College, Columbia University. 134 p.

PAUL, VERA A. Present trends of thought on oral reading. Master's, 1932. University of Iowa. 58 p.

PAYNE, CHARLES K. An inquiry into the theory and applications of elementary statistical techniques in education. Doctor's, 1932. New York University. 299 p. ms.

PETERSON, FRANCIS E. Philosophies of education current in the preparation of teachers in the United States: a study of 4 State teachers colleges, 12 normal schools, and 9 liberal arts colleges. Doctor's, 1932. Teachers College, Columbia University. 148 p.

ROUSE, MICHAEL FRANCIS (Brother Bede). A study of the development of Negro education under Catholic auspices in Maryland and the District of Columbia. Doctor's, 1933. Johns Hopkins University. 178 p. ms.

SPARLING, EDWARD J. Do college students choose vocations wisely? Doctor's, 1932. Teachers College, Columbia University. 111 p.

STURTEVANT, RUTH S. Creative art in the nursery school. Master's, 1932. Boston University. 94 p. ms.

WADIA, B. K. Communication as education. Doctor's, 1932. Teachers College, Columbia University. 193 p.

WISSEMAN, CHARLES L. Correspondence study on the secondary school level. Doctor's, 1932. New York University. 153 p. ms.

YOURMAN, JULIUS. Children with problems. A mental hygiene study of maladjustment in the elementary schools of New York City. Doctor's, 1932. New York University. 2 vols.

—RUTH A. GRAY.

Have You Read?

UNDER the title "Adventurous personality" Dr. Philip W. L. Cox, of New York University, writes a most engaging article on the junior high school, which appears in Ohio Schools for September. Instead of conventional scholarship the ideal junior high school provides more of the adventure and joy needed by boys and girls who are about to embark on the business of life.

Dean Christian Gauss, of Princeton University, writing for New York Times Magazine, September 24, discusses the relation of the present economic condition to higher education. Under the title "The new deal re-echoes in the college" he shows that the real aims of education are being clarified by the needs of daily life.

School and Society for September 23 reports an interesting investigation made by Dr. Robert C. Angell, at the University of Michigan. The title is self-explanatory: "The trend toward greater maturity among undergraduates due to the depression."

That the lost art of conversation may be taught in connection with the English courses in high school, is discussed by Jessie Frances Fair in the English Journal for September. She shows how the work was carried on in one school as the "cultivation of an art which all are entitled to enjoy."

School Arts Magazine for October devotes a considerable space to the Century of Progress. Many illustrations depict works of art and the handicrafts displayed.

The American Shorthand Teacher begins a new volume under a new name with the September number. An editorial note discusses the history of the periodical showing how its name has been changed from time to time to indicate the increasing breadth of its scope. The new title, "The business education world", and the table of contents of this first number of the new volume, promise much for the future.

A portrait of Dr. Zook, United States Commissioner of Education, with a brief account of his interest in the Federal public works program and its relation to the construction of educational buildings, appears in this number.

Norman Foerster writing under the caption "Education leads the way" in

the American Review for September, reviews critically the book on education entitled "The educational frontier," edited by William H. Kilpatrick.

The inspiring radio address which was made last May by President Glenn Frank on "Liberalizing education and the liberalizing arts" appears in Wisconsin Journal of Education for September. In this address President Frank discussed the role of music in the life of the time.

The Library Journal for September 15, has several articles on the place of the

library in education for leisure, and the contribution it can make to vocational guidance. There is included an annotated bibliography on occupations, which covers a very wide range of subjects.

An excellent account of the Dublin meeting of the World Federation of Education Associations, appears in School and Society for September 16. The writer, W. Carson Ryan, Jr., is director of education of the United States Office of Indian Affairs.

—SABRA W. VOUGHT.

Electrifying Education

THE OHIO School of the Air opened its fifth season September 18 over radio stations WLW and WOSU. For further information address Mr. B. H. Darrow, director of educational broadcasting, Ohio State Department of Education, Columbus, Ohio.

The Wisconsin School of the Air began its present season of school broadcasts over radio stations WHA and WLBL on September 25. For further information address Prof. H. B. McCarty, program director, WHA, Madison, Wis.

The North Carolina Radio School opened its fourth season's broadcasts on October 16 over radio station WPTF. Other radio stations in North Carolina plan to broadcast these programs also. For further information address Miss Hattie Parrott, State Department of Education, Raleigh, N.C.

The radio music course sponsored by the University of Michigan and the State department of public instruction also opened its fall session on October 16 over radio station WJR. For further information address Dr. Joseph E. Maddy, School of Music, University of Michigan, Ann Arbor, Mich.

Information about the Standard School Broadcast of the Pacific Coast may be obtained by addressing the National Broadcasting Co., 111 Sutter Street, San Francisco, Calif.

Information about the Cleveland public schools broadcasts may be obtained by addressing the program director, radio station WTAM, Cleveland, Ohio.

Miss Judith C. Waller, Merchandise Mart, Chicago, Ill., can supply information about the WMAQ educational broadcasts.

Teachers are invited to report to us ways in which they are using radio in their classrooms.

In order to meet the demand for information on the national debate question, "Resolved, That the United States should adopt the essential features of the British system of radio control and operation", the Office of Education has prepared "A selected bibliography on the radio systems of the United States and Great Britain." Copies may be obtained free by addressing the Editorial Division, Federal Office of Education, Washington, D.C.

A conference on the motion-picture appreciation experiment being conducted by several national organizations was held at the Federal Office of Education, October 30. Information about this experiment may be obtained by addressing Dr. Edgar Dale, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

The Motion Picture Research Council held a reorganization meeting in New York City, September 27. Dr. A. Lawrence Lowell is chairman.

Mr. William Lewin of the National Council of Teachers of English is continuing and expanding his rather elaborate experiment in the utilization of current photoplays as text material for the study of English in high school. Mr. Lewin is an instructor in the Central C. & M. T. High School, Newark, N.J.

"Visual Aids in Education" is the title of a mimeographed list recently issued by the extension division, Brigham Young University, Provo, Utah.

—CLINE M. KOON.

SCHOOL LIFE

VOL. XIX



NO. 3

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
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NOVEMBER 1933

TO MERGE OR NOT TO MERGE

A recent Office of Education publication, School Administrative Units, Pamphlet No. 34, shows that our Nation's public-school system is composed of 127,000 separate and independent units. The author, Mr. Deffenbaugh, shows that we have one school board member for every two teachers. In 12 States there are actually more board members than teachers.

It is difficult to grasp the full significance of Mr. Deffenbaugh's totals. All businesses engaged in wholesale selling of farm and factory products number about 170,000. We have therefore only 43,000 fewer school districts than we have wholesale businesses handling the entire distribution of products of the United States. The average number of school districts in every county of the United States is 41.

Education, these figures seem to show, has set itself against the major currents of American life. While businesses, railroads, and banks merge, while farmers join cooperatives, while national associations rise and thrive, our school districts carry on as independently as the principalities of medieval Europe. The Atlantic & Pacific Tea Co. operates stores with one board of directors. Our 109,000 rural district common schools operate with 109,000 boards.

We are rapidly approaching the time when the advantages and disadvantages of school district municipality must be carefully weighed. Among the advantages are these: That it is the historic way of managing schools in the United States; that it produces schools closely adjusted to the wishes of parents; that it represents our best example of democratic government. Against these are the disadvantages: That a multitude of separate school districts that served a pioneer society are not adapted to modern America; that schools are often poor and ignorant where parents are poor and ignorant; that poor schools deny that equality of opportunity in life which is democracy's fundamental guarantee to every child; that the system perpetuates our most expensive and inefficient schools.

No matter which side one takes, it does seem that a State with a few school boards, and a sister State of the same size with thousands of school boards cannot both be right.

GOOD HOUSEKEEPING'S STAND

GUEST EDITORIAL

In any community the first person to find reemployment should be the teacher; the first business to set going is the school. It is unthinkable that, while there is money to build roads and reforest the hills, there should be children in any appreciable number denied the one thing we have promised all children—a good and free education.

WILLIAM FREDERICK BIGELOW,
Editor Good Housekeeping.

Roosevelt on Education



FROM *an address of the President delivered by radio from the White House to the Third Annual Women's Conference of Current Problems meeting in New York City, October 13.*

I AM TOLD that I speak not only to the Conference on Current Problems but to colleges and universities throughout the country, many federations of women's clubs, almost two thousand organizations interested in education, public and private schools and State educational associations, numbering among their members many of the educational leaders of America. I mention this because, I want to enlist your support in the fight we are making on the depression. When this fight is won, your problems will be solved. You can help your Government—Federal, State, and local—and we in Government want your help.

It is true, unfortunately, that the economic depression has left its serious mark not only on the science and practice of education but also on the very lives of many hundreds of thousands of children who are destined to become our future citizens.

Every one of us has sought to reduce the cost of government. Every one of us believes that the cost of government, especially of local government, can be reduced still further by good business methods and the elimination of the wrong kind of politics.

Nevertheless, with good business management and the doing away with extravagance and frills and the unnecessary elements of our educational practices, we must at the same time have the definite objective in every State and in every school district of restoring the useful functions of education at least to their predepression level.

We have today, for example, a large surplus of so-called qualified teachers—men and women who even if we had full prosperity would and probably should be unable to find work in the field of education. Even today we are turning out too many new teachers each year. That is just as much an economic waste as building steel rail plants far beyond the capacity of railroads to use steel rails. It goes without saying that we should have enough teachers and not a large excess supply. It goes also without saying that the quality of our teaching in almost every State of which I have knowledge can be definitely and distinctly raised. The main point is that we need to make infinitely better the average education which the average child now receives, and that, through this education, we will instill into the coming generation a realization of the part that the coming generation must play in working out what you have called "this crisis in history." This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it.

Iowa's Testing Program

OF THE MANY cooperative testing projects on the secondary school level found in the different States, the one sponsored by the University of Iowa and directed by Dr. E. F. Lindquist is typical of the best. This testing project is called the "Iowa academic contest." It is essentially an achievement testing program covering the fundamental (academic) high-school subjects. It uses the new type short-answer questions. In this program all the high schools of Iowa are invited to participate. Large numbers of them do (45,293, or 36 percent of all Iowa high-school students participated in the project in 1932).

Each school entering the contest on a competitive basis has to agree to give the tests to all students taking the subjects listed. The subjects are: Algebra, general science, first-year Latin, second-year Latin, geometry, biology, world history, American history, American literature, English literature, physics, economics, American Government, and English correctness. The English correctness test is to be given to all students in each high school. Schools score the test papers and send the results to the contest director. They receive back from the director reports by which it is possible for each school to determine, [a] how its own *general level* compares with the level of attainment of schools in its own geographical district and with all participating schools of the State, [b] how its average achievement in each subject tested compares with similar measures obtained from other schools, [c] how its relative achievement in any one subject compares with that in any other, and [d] how the achievement of any individual student in any subject compares with his own achievement in other subjects or the achievement of other students, both in his own school and in all participating schools of the State.

Schools compete for the average rank in all subjects in each of the districts in which the State is divided and the individual students ranking highest in the district contest become eligible to enter the State contest at the State university.

From a study of the testing program of Iowa and the testing programs of other Middle Western States it seems probable that *competition* is the motivating power which makes them successful. Actually the competitive feature is not the one in

★DAVID SEGEL *Explains how Cooperative High School Project Promotes Scholarship and better Teaching*

which the directors of cooperative testing programs are interested. In the case of the Iowa program this is attested by Dr. Lindquist's statement: "Its fundamental purposes, in addition to providing superior measuring instruments to the high schools of the State, are to encourage better scholarship and to accelerate improvement in the content and methods of high-school instruction. The competitive features of the project, while contributing significantly to the realization of these ends, are of secondary and incidental importance."

In the Iowa testing project the tests are constructed always with the idea in mind that students should be required to think before answering a test item. The use of such tests probably has a far-reaching effect on the teaching process in the schools that take the tests. The fear that tests may stereotype instruction is unjustified when such tests are used. In fact when such tests are used the teacher realizes that an understanding of the subject by the students means not rote memory, but ability to reason from the facts. In this case teaching ability, as evidenced in arousing student enthusiasm about a subject, is of more importance than the ability to keep student noses to the grindstone in learning facts to be repeated verbatim. This kind of teaching is closest to our modern conception of good teaching. This is because the instillment of the right *attitudes* makes the student free to reason with and wonder about the subject matter at hand and therefore when he is faced with a question in this field which requires a new attack he is often able to make it.

There are many other valuable uses to which the test results from the Iowa cooperative testing may be put. The use of the test results (a) in determining school marks, (b) in the guidance of the individual student and, (c) in determining the general level of attainment in the various subjects. There are plans afoot to increase the efficiency of the Iowa testing program by adding a general

mental test. If this is done it will increase still more the value of the program by making possible a better means for evaluating instructional programs.

Thus the Iowa academic contest is most probably an important educational procedure for heightening the general level of secondary teaching among the high schools of Iowa, not alone because of the fact that subject matter is being tested, but because of the redirection of teaching. The amount of cooperative testing will probably increase coincident with an understanding of its values.

N.R.A. IN SCHOOLS

N.R.A. ruling is against the use of schools for propaganda purposes. It does not feel that it is within its province to forbid local action. However, the N.R.A. does not believe that it or any other Federal authority should be responsible for pressing on the attention of school children such questions as this. It is, of course, very difficult to draw the line between forthright propaganda and implied propaganda. An effort has been made to get this organization to endorse certain so-called N.R.A. primers to be used in the instruction of school children. Such endorsement has been consistently and emphatically refused.

—Official N.R.A. statement.

PREVENTION OF ATHLETIC INJURIES

Deaths and serious injuries mar each season of football and are not unknown to other athletic sports. In an attempt to reduce these unfortunate occurrences, a committee of the National Collegiate Athletic Association recently published a handbook on the "Prevention and care of Athletic Injuries", which should be of interest to all directors and coaches of athletic sports. The handbook may be secured from the Princeton University Press, Princeton, N.J., at 15 cents per copy, the cost of publication.

—Dr. James F. Rogers.

NRA CODES

WHAT They Are — HOW They Are Made — And WHY

ANOTHER big parade is under way. It is the parade of American Industry to Washington. Each day four to eight units arrive in the Capital. They come bringing codes. They come to take part in public hearings on codes—the steel masters, the hotel keepers, the motion-picture magnates, the cotton weavers, the coal men, the glass, aluminum, paper, fertilizer, furniture manufacturers; the makers and sellers of thousands of things we use, wear, ride in, look at, and laugh at every day.

Washington is a city of parades. But never has Washington seen anything to equal the N.R.A. parade. American industry—4,000 different industries—marching to the capital to pledge their allegiance to make America a better place to live—a land that banishes unemployment, banishes child labor, increases leisure, and guarantees a living wage for work—a land in which labor and management settle problems cooperatively and industry is planned for the greatest good of the greatest number.

Teachers and pupils want to know about the N.R.A. They write hundreds of letters to Washington asking thousands of questions. Every industry that pupils study in geography—iron and steel, transportation and communication, silk, cotton, wool, coal, oil, and hundreds of others—is affected by N.R.A. codes. Civics—how can one study our Government without studying one of the greatest changes in the operation of our Government since the drafting of the Constitution? Naturally teachers want to know about the N.R.A.

To help teachers and pupils **SCHOOL LIFE** hereby undertakes to answer briefly these questions:

What is the N.R.A.?

What are N.R.A. codes?

How are codes made?

How does the N.R.A. affect education?

What is the N.R.A.?

"Plan" is a common word. Teachers plan the school day and week and year.

We plan expenditures with budgets. We plan houses and trips. We plan our family's future with insurance. City planning grows in favor. To plan is to substitute order for disorder.

We have long made personal plans, business plans, municipal plans, and State plans. Finally—on June 16, 1933—Congress voted the National Industrial Recovery Act, which for the first time in years of peace permits *national planning* of the orderly production and distribution of the necessities and even the luxuries of life in America.

There are at least two ways to plan; for immediate needs and for long-time needs. The National Recovery Act is a double-headed plan; it is designed to relieve immediately the national emergency "productive of wide-spread unemployment and disorganization of industry, which burdens interstate and foreign commerce, affects the public welfare, and undermines the standards of living of the American people." But in relieving the emergency the law creates a program which its drafters believe may lay a new and sounder foundation for American trade and industry.

The law's dual purpose is clearly shown in the radio speech President Roosevelt delivered the night he signed it.

"The law I have just signed", he declared, "was passed to put people back to work—to let them buy more of the products of farms and factories and start our business at a living rate again. This task is in two stages—first, to get many hundreds of thousands of unemployed back on the pay roll by snowfall and second, to plan for a better future for the longer pull."

Of the second "stage", he said:

"Throughout industry the change from starvation wages and starvation employment to living wages and sustained employment can, in large part, be made by an industrial covenant to which all employers shall subscribe * * * This is the principle that makes this one of the most important laws that ever came before Congress because, before the passage

of this act, no such industrial covenant was possible."

The aims of these "industrial covenants" (codes) were declared to be—

1. "Provide for the general welfare by promoting the organization of industry for the purpose of cooperative action among trade groups." This relaxes the Government's 33-year old Sherman anti-trust law policy.

2. "Induce and maintain united action of labor and management." This demands that the workers or their representatives shall have final say on what the plans shall include and shall

3. "Eliminate unfair practices." Codes are agreements of fair dealing. It may draft effective rules to promote its own good health. It may publish inaccurate advertising. Approval of a code is a constitution for the industry. Violating the "rules" may bring

A TYPICAL

What are N.R.A. codes?

There are three types of plans or "covenants", as the President calls them. There are voluntary covenants with industries and trades. "Agreements" are usually covenants between labor and management. "Licenses" are usually covenants between buyers and sellers of foods and farm products. "Licenses" are usually covenants between buyers and sellers of foods and farm products.

"Code" seems a new word on everyone's lips nowadays. Yet it is not new. Congress has already passed a law (creating the Federal Trade Commission) which says that any contract which is hereby declared unlawful is illegal.

To adopt codes of fair competition industrial conferences were held in various cities. About forty and fifty industries have adopted such codes establishing self-government, subject to approval by the Commission.

These codes were a step toward planning—a short herald of the coming of the New Deal. The N.R.A. changes this hesitant step into a long stride.

Suggestions to Teachers: Helpful documents—National Industrial Recovery Act No. 67, Seventy-third Congress (free). Document by the President of the United States of America. Policies of the National Recovery Administration, N.R.A., No. 1, 5 cents. Copies of codes (see back cover), 5 cents each. See Documents of the Recovery in **SCHOOL LIFE**, October, 1933. Have pupils secure copies of codes proposed and adopted by various industries. Address N.R.A., Washington, D.C.; copies 5 cents each. ★ Let classes hold mock code hearings with certain committees of students representing labor, consumer, industry, advertising, and research, and legal divisions of the N.R.A. Pupils inquire into effect of N.R.A. on local employment, hours, rates, and prices of goods. ★ Give a unit on the planning of the N.R.A. by the President.



A TYPICAL CODE HEARING — THAT FOR THE HOTEL INDUSTRY

and management under adequate governmental sanctions and super-representatives must be heard when plans are drawn and that Uncle include and shall see that the plans are carried out.

lements of fair practice in industries. For the first time an industry od health. It may, for example, require that no company in the al of a code by the Government makes the rules listed the law or s" may bring fine or punishment.

What are N.R.A. codes?

the President calls them: codes, agreements, and licenses. "Codes" "Agreements" are voluntary covenants with farmers and handlers are usually covenants imposed by the Government on agricultural or compact voluntarily.

days. Yet it is not new in American Government. In 1914 Congress (which said, "unfair methods of competition in commerce are

ferences were inaugurated by the Commission in 1919. One hundred publishing self-government in a business, drafting rules of business con-

short heist it step made with an anxious look over the shoulder at the toward planning. Compacts that the Government frowned on as "conspiracies" 12 months ago are now "covenants" departure from which may bring a fine of \$500 per day.

You may think of codes as a set of rules submitted by a group of young athletes to a coach. The coach (Uncle Sam) changes a few of the rules and adds some others to insure the safety of the players and the public. The coach also acts as referee to see that the rules are enforced.

Industries draft their own codes. But ultimate decision on what the codes contain rests with the Federal Government. "The President", declares the law, "may, as a condition of his approval of any such code, impose such conditions (including requirements for the making of reports and the keeping of accounts) for the protection of consumers, competitors, em-

ployees, and others, in furtherance of public interest." The President, moreover, may from time to time modify any code. Once approved, a code has the force and effect of a Federal law.

"Codes of fair competition may be considered the beginning of the development of a planned economy for the United States", recently declared an N.R.A. official. "For these codes are concerned not merely with wage and hour provisions but also with the fundamental economic problems of production control, marketing, and pricing. The Recovery Administration is a landmark in the movement of industrialism away from *laissez faire* toward that planned society which it is clear must develop if we are to control our destiny in the future."

What are the steps in drafting a code?

Step 1: A trade association (example, National Automobile Chamber of Commerce) calls a convention of the representatives of the companies engaged in the particular industry to consider drafting a code of fair competition. A committee drafts a tentative code following suggestions for codes issued by the N.R.A. and fills out an application to the N.R.A. for its acceptance.

Step 2: The association (it must represent at least 65 percent of the industry) submits the proposed code to the Control Division, N.R.A., which registers the document and accompanying facts about the state of the industry.

Step 3: The draft goes to the Code Analysis Division which may make helpful suggestions to the drafters.

Results

★ ALREADY the results of the N.R.A. are beginning to be evident. More than 3,000,000 of the unemployed have been put back to work. Payment of wages in industry at levels below \$12 per week has been practically wiped out. The national average rate of pay per hour is going up; the number of hours worked per week is going down. Membership in labor organizations that are now empowered to represent employees in collective bargaining with employers has shot up. Membership in the American Federation of Labor increased from 3,000,000 to 5,000,000 in a few months. Facts that have never been available on American industry before are rolling into the Department of Commerce Building. Economists and statisticians are digging into this mass of material to discover facts on which still sounder plans for American industry can be drafted.

Step 4: Representatives of the trade association then discuss the code informally with the Deputy Administrator (there are 13) in charge of the particular sector of industry.

Step 5: Copies now go to each of the Advisory Boards; Labor, Industrial, and Consumers, and to the Research and Planning Division.

Step 6: The association makes a written request for a public hearing on the suggested code. N.R.A. sets a date giving notice to all interested.

Step 7: Persons who wish to make statements at the hearing make application for permission.

Step 8: Representatives of employers and employees meet in Washington. The Deputy Administrator, surrounded by N.R.A. advisors for labor, industry, consumers, legal division, and research, hears the statements, asks pointed questions to bring out vital facts.

Step 9: The deputy assisted by his advisors, prepares a report on the code to Administrator Hugh Johnson. Johnson passes on the report, recommends it to the President.

(Turn to p. 60, col. 2)

Education in Other Countries

FOUNDED in 970 A.D. and now 963 years old, Al-Jami-El-Azhar (University of Al-Azhar) at Cairo, Egypt, the oldest university in the world and the great center of Islamic learning, is undergoing reforms intended to bring it more in line with modern university practice and teaching and at the same time retain the respect and admiration in which it has been held for centuries by Moslems all over the world.

Until 1872 no laws regulated study at Al-Azhar; the student chose his own subjects and his professors and remained in the University as long as he liked. From that year on various laws and regulations were adopted. The present reforms were begun in 1930 by Law No. 49 which divided instruction at Al-Azhar into four stages or sections: Primary, of 4 years and open to boys 10 to 15 years of age; secondary, 5 years; higher, 4 years; and specialization, 2 or 3 years, according the lines of study pursued.

The curricula in the primary and secondary sections are equivalent to those of the Egyptian Government schools except that more extensive study of Arabic and religious subjects takes the place of foreign languages. The three faculties of the higher section are Arabic language, Mohammedan law, and the principles of religion. Specialization beyond the higher section, as provided by the latest of the reform laws, No. 37 of 1933, is either by profession or by subject matter.

If by profession, it may be in Mohammedan law, preaching and spiritual education, or lay teaching, and each leads to the diploma of Ulema. Specialization by subject is more advanced than that by profession; it is closed by the diploma of Ulema with the title of Oustax (master). Its purpose is to train university and higher school professors. Including teaching experience, the duration of study for the Oustax is at least 10 years.

Al-Azhar is enjoying the special favor of King Fouad I. Since his accession to the throne, its budget has been quadrupled and its buildings made suitable and adequate. The hope is that, without affecting its religious character and traditions, it may be raised to the level of the best of modern universities.

★ JAMES F. ABEL, *Chief of Foreign School Systems Division, Tells of Reforms at the Oldest University in the World*

New books

Great Britain Board of Education: Education in 1932, being the report of the board of education and the statistics of public education for England and Wales. London. His Majesty's Stationery Office. 1933. 199 p.

This official annual report is encouraging. Education in England and Wales is making good progress regardless of financial difficulties.

Bureau International d'Éducation: Le Bureau International d'Éducation en 1931-1932. Troisième réunion du Conseil. Genève. Bureau International d'Éducation. 1932. 228 p.

Contains a statement of the Bureau's activities in 1931-32, an account of the third meeting of the Council, and brief surveys for 25 countries of the main education happenings of the year.

Great Britain Board of Education: An outline of the structure of the educational system in England and Wales. Educational pamphlet No. 94. London. His Majesty's Stationery Office. 1933. 46 p.

This little nine-penny pamphlet is heartily welcome to all students of comparative education. Clearly and briefly it outlines the education system in England and Wales, a system that is very difficult for foreigners to grasp. The three appendices are approximate statistics of public education, historical notes, and an explanation of the grant system.

Japan Department of Education: Fifty-fifth annual report of the Minister of State for Education for the second statistical year of Showa (1927-28). Tokyo. Department of Education. 1933. 523 p.

The Department of Education of Japan yearly publishes in the English language this comprehensive statistical and descriptive report. Though it usually appears from 2 to 4 years late, it is a valuable record.

Palestine Department of Education: Annual report 1931-32. Jerusalem. Printing and Stationery Office. 1933. 52 p., tables.

The most complete and best report the Department has issued. Contains good historical and descriptive accounts of education in Palestine, and many excellent tables and graphs.

As special visitor at the Annual Assembly of Faculties at University College, Lord Meston asked whether the organization of the college life of the student might not have something to teach the world at large and believed that its predominating merit of furnishing the widest measure of happiness to the community provided an excellent lesson. Education anywhere, he stigmatized as dust and ashes unless it brought happiness with it and declared that if he were a multimillionaire with complete control over the academic institutions of the country his first act would be to institute a Chair of Happiness in every university. He believed that 90 percent of present unhappiness and troubles were due to lack of sense of proportion.—*School Government Chronicle*, August 1933.

The flexible diversity of English education is much more an effect of the social stability that is produced by a long history than a proof of superior administrative finesse.—F. Clarke, in *Year Book of Education*, 1933.

Educational discussion would be spared much aimless futility if a final quietus could be given to the illusion that there is an inherent superiority in either a centralized or a localized system, regarded purely from the standpoint of its form.—F. Clarke.

The problems raised by the reorganization of education in China are, at bottom, the very same as those the Western nations have had to solve—and have not, for the most part, yet solved.—*League of Nations' Mission of Experts*.

True science is neither a collection of practical results that allow of the material domination of the world, nor a vain intellectual ornament; it is the very life of the mind in its secular and never yet achieved effort at adaptation to reality.—*League of Nations' Mission of Experts*.

The New Deal and Education

I AM GOING to speak quite informally relative to a number of acts which have been passed by the Federal Government and their implications for education. In many instances, though not in all, these acts have implications in the field of education that we hardly dreamed of at the time they were passed.

No one knows whether these acts or any part of them will have many, if any, permanent features. But it would be a very strange emergency if it did not last over for a period of time and if out of it there should not come a number of fairly permanent changes.

Codes

As all of you know, the President's reemployment agreement, sometimes referred to as the blanket code, has several divisions which affect education. One of the first is, the familiar statement that industry and manufacturing concerns may not employ persons under 16 years of age. This provision has thrown out of employment a rather large number of people from the age of 14 to 16. These individuals are either back in the schools or on the streets. We hope that a considerable number of them are back in the schools. If they have been out of school any length of time, they present a real problem.

C.C.C. job

One of the things which has distressed me most of all is to find that at the time these young people are coming back to schools there is a tendency to throw out of the curriculum subjects which are especially useful to individuals of that kind. I refer to vocational courses, including those in home making.

There are a number of persons from 16 to 18 years of age who are also thrown out of employment not directly through the operation of codes but rather because the first opportunities for employment have been given to men and women with families. They are wandering about the country at the present time on railway freight trains or any other devices which they can use. This is one of the most distressing aspects of the situation. It is, however, being attended to in part by the Civilian Conservation Corps.

Provisions of the National Recovery Administration sharply limit the hours of work in industry and trade. This means

**★ GEORGE F. ZOOK, Commissioner of Education
Points out the Implications New Government Measures Have for Schools**

a great spread of more leisure throughout the country. Millions of workers have from 3 to 5 hours more of leisure each day than they had some decades ago. Implications growing out of this situation are, of course, tremendous. For that reason we must be ready to make provision for the education of adults in our public educational system as never before. We have assumed throughout the years, both educators and laymen, that education was largely for children and young people. We must now increase greatly our provision for adult education.

At the present the average life of the individual is from 15 to 20 years longer than it was a few decades ago. This is another reason for educating adults for the wise use of leisure time.

Adult education

I think of the problem of adult education from two points of view. First is the vocational. Vocations are changing rapidly these days. There is a constant necessity for individuals to adapt themselves to new fields of work. What a man learned in his profession 15 to 20 years ago is practically out of date today. But certainly as important as the vocational is the cultural and civic aspect of adult education. Today we find ourselves in the midst of civic and social problems far more intricate than ever before. We must prepare ourselves. Today such instruction is largely incidental, through newspapers, movies, and radio. With all due respect it seems very clear that all of these agencies have commercial interest which does not enable them to present facts of American and international civic life in a comprehensive way. The school system must supplement these incidental means of education.

Student jobs

One of the other aspects of the code situation which caused some trouble was the fact that private colleges and private schools were under the operation of the

codes. That meant that these institutions would be compelled to adopt the wages and hours of industry. Through the joint efforts of the American Council on Education and the Federal Office of Education a short time ago the N.R.A. was induced to make a ruling to the effect that private colleges and universities and all charitable institutions not operating for profit would be exempted from codes.

Funds available

One other matter under the codes has not yet been settled. It is highly desirable that exceptions on scale of wages be made for college students working on a part-time basis. Unless this is done thousands of students will be unable to attend institutions of higher education this year. I had a letter recently from the Recovery Administration saying they are going to consider this problem sympathetically.

School administrators of the country have not fully realized that it is possible to secure through the Public Works program money to aid in the erection or improvement of public school buildings. May I emphasize that Secretary Ickes is anxious to have these projects come in at the earliest possible time. The Federal Government supplies the cost of constructing the building, 30 percent as a gift, and the other 70 percent as a loan to the State or municipality. Another provision in the Public Works Act allows the Federal Government to supply the entire amount of money and lease the building to the community or State.

An interpretation from the Public Works Administration specifies that private colleges are not eligible for these projects. The act states that institutions under public control, or those which have received public aid, are eligible. Some institutions under private control do receive some aid from public sources.

One is tempted to wonder whether the program of constructing school buildings through assistance from the Federal

Government may be permanent. It was just 100 years ago this year that the British Government made the first grant from national funds to aid education. That grant was £20,000 for assisting certain communities to construct school buildings.

In view of the very considerable difficulty which many States are having in regard to the program of school buildings, I invited a selected group of people to the United States Office of Education in October for a special conference on the matter of school buildings. Important problems were discussed.

Emergency relief

I shall not attempt to say a great deal about the Emergency Relief Administration. As has been referred to, Mr. Hopkins sent out on August 19 a statement to governors of the several States to the effect that relief funds might be used for two purposes—the employment of needy persons for teaching in rural elementary schools which could not be supported, and second, to teach unemployed illiterate adults. Later announcements extend this field of emergency relief service to include general and vocational education for adults, rehabilitation, instruction for unemployed high-school postgraduates, and establishment of nursery schools.

The Relief Administration realizes that it is far better for people to be employed in some way or other, either as teachers or learners, while they are on relief, rather than to be idle. I recently visited a school for unemployed adults in New York City which has been conducted through the aid of relief funds. I was thrilled to see what is going on. I have not for a long time seen men and women who have seemed to be any more eager to learn than those attending adult classes in New York City.

T.V.A. experiment

There is another interesting piece of work going on at the present time known as the Tennessee Valley Authority. At the head of that organization is Mr. Arthur Morgan. This is what he hopes to secure out of the Tennessee Valley Authority:

"The plan is to select intelligent and teachable young men from rural communities and to combine work with a training program. In this way twice as many workers can be taken off the unemployment lists. While half of them are working on a short week, the other half will receive training in hygiene and sanitation, in home management, and in some skilled calling they can use later. After 3 or 4 years spent in building this great dam, these young men and their wives should be far better adapted to a new order."

It seems very clear that we are apparently at the beginning of an era where social changes are apt to take place. The changes have many implications for education. The fact that many social institutions were being devitalized and gradually going down has made us want to do something about the depression. That

seems to be the real reason back of the recovery program. It seems to me very clear that the hope of revitalizing, readjusting, and bringing back to full vigor again all of our social institutions including schools is in the background of the Administration's program.

Motion Picture Conference



MORE than 30 representatives of various governmental, educational, and motion-picture agencies, at the invitation of George F. Zook, United States Commissioner of Education, attended a conference September 25 in the Department of the Interior Building. They endeavored to prepare a composite report on the use of educational motion pictures in the United States, for submission to the International Congress of Educational and Instructional Cinematography to be held in Rome next April. The representatives expressed themselves at length and interestingly on efforts made and planned to make motion pictures serve more effectively the aims of education.

Among the subjects discussed were the educational influence of the motion picture, its service in health and vocational training, the motion picture as a factor in national unity and international understanding, and the systematic use of motion pictures in schools.

Dr. C. F. Hoban, representing the department of visual instruction of the National Education Association, said, "Educators have not taken the degree of interest in motion pictures that they should." In his opinion three steps must be taken: (1) To reach and sensitize school administrators; (2) to see that school budgets make provision for motion-picture equipment and films; and (3) to train teachers in the techniques of visual instruction.

Work of the National Congress of Parents and Teachers to stimulate increased use of noncommercial films for educational and recreational purposes was explained by Mrs. Robbins Gilman.

Dr. Edgar Dale of the Payne Fund reported that 2 of every 3 children in a typical city attend "movies" once a week, and that research shows motion pictures have a lasting effect on children's attitudes. The place of the motion picture in the growing field of adult education, with its different ramifications, was also stressed.

The effectiveness of the motion picture in vocational instruction gives motion

pictures a unique opportunity in this time of employment readjustment, said Mr. C. F. Klinefelter, of the former Federal Board for Vocational Education. He said that with 8,000,000 men out of work, a theatrical film produced with the aid of high-grade vocational counselors on how to get a job would break all box-office receipts.

Other Federal Government representatives gave reports of their experience with motion pictures. Mr. Leslie C. Frank of the Public Health Service described how films were now used to inform the public how to control and prevent the spread of communicable diseases. Miss Alida C. Bowler of the Children's Bureau, Miss Mary V. Robinson of the Women's Bureau, and Mr. Raymond Evans of the Department of Agriculture, told of the use of motion pictures by their respective agencies.

The conference frequently referred to the need for closer cooperation of the various agencies interested in the production, distribution, and use of educational films. Resolutions urged that the Federal Office of Education should serve as a national center for the collection and dissemination of information about non-theatrical films, and should take steps to promote motion-picture instruction in public-school curricula throughout the country. Commissioner Zook and Assistant Commissioner Miss Bess Goodykoontz of the Office of Education presided at the conference.

Other in attendance were:

Governor Carl Milliken of the Motion Picture Producers and Distributors of America; Mr. Leon J. Bamberger, R.K.O. Distributing Corporation; Mr. William A. Reid, Pan American Union; Mr. Canon Chase, Federal Motion Picture Council; Mr. Carter Barron, Motion Picture Theatre Owners of America; Dr. V. C. Arnsperger, Erpi Picture Consultants; Miss Mary Beattie Brady, Religious Motion Picture Foundation; Col. Frederick L. Devereux, Erpi Consultants; Mr. W. H. Maddock, Eastman Teaching Films; Dr. Kathryn McHale, American Association of University Women; Mrs. J. K. Pettengill, National Congress of Parents and Teachers; Dr. Amos Shumaker; Dr. Cline M. Koon, and Andrew Gibbs, Office of Education; Dr. H. C. Bryant, and Mr. Earl A. Trager, Office of National Parks, Buildings, and Reservations; Miss Sallie A. B. Coe, Bureau of Reclamation; Mr. N. B. Golden, Department of Commerce; and Mr. Martin F. Leopold, Bureau of Mines.

Adjusting Lives

HAVE YOU completed the study of my case?" asked a well and modishly dressed young woman of about 25, as she was admitted into the presence of Miss Asia, her counselor, at the Adjustment Service, New York City.

Miss Asia looked up at the attractive face with the sparkling brown eyes and surveyed the very becoming dress of red trimmed in black velvet which the young lady was wearing and answered, "Yes, miss, sit down." The counselor continued, "I believe that there are employment opportunities for you in certain positions in retail selling, especially in the dress-goods department." The client fixed her eyes on the counselor, her face became animated, and only once did she ask Miss Asia to repeat a statement.

"Your test results," said the counselor, "indicate that you have a rather remarkable ability in color discrimination and that your interests in general are similar to those of persons in commercial and business pursuits. These traits together with the information you furnished about yourself in the preliminary interview and on the blank forms you filled in when you registered at the Adjustment Service, lead me to think that the interests and abilities which are necessary for the success you made in your former position with the cleaning and dyeing firm before you lost your hearing, can be capitalized on for success in a few special positions in the large department stores. For example, your successful experience in matching colors, in passing on the qualities of textiles for dyeing purposes, in studying styles, and in waiting on customers will stand you well in hand for certain positions of responsibility in store work. This recommendation is in accord with the results of your tests and with opinions as to your abilities as expressed by others here at the service who have studied your case."

"But how can I sell goods", asked the client, "when I am so dependent on lip reading to understand what people say? I will need to increase my proficiency in this before I can feel assurance in carrying on much conversation."

"Perhaps you may," responded the kind-faced and intelligent counselor, "but the progress you have made in lip reading according to the report of your instructor is most encouraging. Moreover, our med-

ical advisers who examined you state that you have sufficient hearing left to enable you, when properly fitted with an acousticon, to understand conversation in a normal tone of voice under favorable conditions.

A possible position

"Hannanmaker's Department Store has a selected list of out-of-town customers who buy through correspondence. The women on this list purchase good merchandise but are quite discriminating as to what they want and are exacting in having their wants filled in accordance with their wishes. The store also has a number of wealthy city customers for whom it provides an assistant shopper to go with the customers from one department to another, sees to it that they get prompt attention, and assists them in making their selections. Your ability as revealed by your work experience and by the tests and interviews which have been conducted at the service indicate that you may enter upon such duties and be trained on the job for efficiency in that line of work, provided an employment opportunity is found."

"How can I secure employment of the kind you mention?" queried the young lady. "Who will help me to get such a job with Hannanmaker's? The employment manager must be convinced that I can render service in such an unusual type of work that would result in a profit to the store."

"Yes", said Miss Asia, "that is always the most difficult problem. Our service is affiliated with a number of public and philanthropic employment agencies which frequently take cases on request from us. In your case, probably the reports and the recommendations of this service will be of material assistance to you in obtaining employment. You come back in 2 or 3 days as I think Dr. Bawkings, our adviser of training, wants to make a few suggestions relative to your taking some instruction in a course of retail merchandising which the State is offering

and which he thinks would be helpful to you. Our adviser of recreational activities, Dr. Bowling, who has studied your case, would also like to talk with you. He thinks that you would enjoy belonging to a recreation group devoted to swimming and card playing, which meets once a week at the XYZ House. In the forms which you filled in when you enrolled at our service, you expressed a fondness for swimming and an interest in playing bridge. The group at the XYZ House is composed of very fine girls, most of whom are sales persons in the nearby department stores."

"I would just love to do both of those things, Miss Asia, and I will be back any time you say." The client arose to go, hesitated a moment, and shifting her eyes for just a moment from Miss Asia's face, remarked, "I hope neither the class in merchandising nor the recreational group meets on Wednesday night. You know after I lost my hearing, my boy friend and I planned to be married. At that time he had a good position with an auditing company but business soon became so bad that the firm had to lay off almost all its accountants. He finally succeeded in getting a night job washing cars at a garage and Wednesday night is the only night in the week that he doesn't have to work. If I can only get a job like the one you speak of, I think we will be able to get married. Just as soon as business picks up, which will be soon, he will be able to get his position back with the auditing firm."

As she was leaving, the counselor said, "Come back next Thursday, and don't forget that even after you are in employment, you may come back any time, for a case at the Adjustment Service is never closed."

A typical case

The above is only typical of what occurs daily at the New York Adjustment Service in achieving its aims to assist unemployed persons to adjust themselves to the social economic situa-

tions which surround them. The service is an outgrowth of the Minnesota Employment Stabilization Research Institute. Dr. M. R. Trabue who developed the program of diagnosis at the Minnesota Institute was called to the New York Adjustment Service to organize the Division of Diagnosis. The director of the service, Dr. J. H. Bentley, takes as his point of departure for the work he has planned for the service, the Biblical text, "Man does not live by bread alone." He says: "Food and shelter are common claims that man shares with the animals; but if men are to survive this depression as persons, more must be done than to provide only the means of physical well-being. Men's spirits must be sustained. Courage and faith in themselves and their fellow men must be preserved * * *. The situation demands a morale-building service."

Three problems are recognized and provided for in the program of the service: (1) The vocationally maladjusted, (2) the vocationally well-adjusted according to past conditions, but whose former occupations have now disappeared owing to changes in industry, (3) persons demoralized by idleness. To carry on this program there is a staff of 120, more than 100 of whom were unemployed before entering the service. Even the counselors were taken from the ranks of the unemployed and were trained by the service for their duties. The service program is organized to provide: (1) Educational guidance and information as to educational training opportunities, (2) recreational guidance and information as to recreational opportunities, (3) medical and psychiatric examination and advice, (4) testing, and (5) individual counseling. The service was made possible by a grant of \$100,000 from the Carnegie Corporation to the Emergency Unemployment Relief Committee. The relief committee provided \$88,000 for salaries of staff members.

Procedure

The procedure usually followed for a client, as reported by Dr. Bentley, is: [1. *Registration.*] At this time the client is advised as to the kind of service rendered. [2. *Initial interview.*] Information is obtained by the counselor relative to the client's general background of experience. [3. *Testing program.*] The client is given tests, if recommended by the counselor. Medical and psychiatric examinations may be included. [4. *Case study.*] The counselor studies test results and information obtained by interviews and forms filled in by the client. The counselor frequently consults the heads of different divisions of the organization for advice on special phases of his study of the client's case. [5. *Special information.*] "Before seeing the client

again, the counselor secures special information on all available opportunities suitable for the client. He may consult the librarian of the service who has on file a large amount of information on occupations, the New York Adult Education Council, the Employment Assistance Bureau, or the Personnel Research Federation." [6. *Counseling or planning interview.*] The counselor discusses with the client all information on his case and makes suggestions as to opportunities that may be open. Out of this grows a plan for the client. [7. *Putting the plan into operation.*] If the client needs further educational or vocational training he

is advised where it may be obtained; if work is needed, he is sent to the Employment Assistance Bureau. [8. *Follow up.*] "Contact is maintained with the client to determine whether the plan adopted is the best one possible, and is or is not succeeding. If unsuccessful, further help is offered."

During the approximately 7 months the service has been in existence, almost 8,000 persons have received this type of helpful service that will assist the individual, according to Dr. Bentley, "to choose, among many opportunities, those which will bring him most surely to his chosen goal."

P W A Funds for Schools



ALLOTMENTS totaling \$7,200,956 for 31 school-building projects have been made, up to the time of going to press, from Federal Public Works Administration funds. Nineteen States, including the District of Columbia, will proceed immediately to build, enlarge, or improve schools.

As a result of these allotments, 29,395 man-months of direct labor will be provided. Assuming 7 months to be the average period of construction on each project, more than 4,000 men will go from relief rolls to pay rolls, P.W.A. announces.

As these allotments are mostly in the form of grants, and represent only 30 percent of the cost of labor and material, the total expenditures for school building will probably be more than \$10,000,000.

Announcement of eight previous allotments appeared in October SCHOOL LIFE. School-building allotments recently announced by Public Works Administrator Ickes follow:

Charlottesville, Va.—A grant to the University of Virginia to construct an art museum. \$38,000

Prince Georges County, Md.—Loan and grant for construction of new school buildings. \$408,000

Miller County, Mo.—Loan and grant for construction of consolidated high school \$48,000

Union, Iowa.—Grant to independent consolidated school district to aid in construction of new school building \$3,000

Nelson County, Va.—Grant for aid in construction of one school building \$11,000

Portsmouth, R.I.—Loan and grant for additions to grade-school buildings \$90,000

Whittingham, Vt.—Grant for public school building \$1,400

Lockland, Ohio.—Grant to city school district for construction of grade-school building \$50,000

Alma, Ga.—Grant to Alma high-school district, for construction of school building \$6,700

Baltimore, Md.—Grant to aid in construction of additions to four existing school buildings \$124,000

Shanandoah County, Va.—Grant to county school board to aid in construction of school buildings \$27,000

Dinwiddie County, Va.—Grant to aid in improvement of school facilities \$3,800

Lena, Ill.—Loan and grant for construction of school buildings \$70,000

Battle Ground, Wash.—Grant to aid in construction of 2-story 8-room junior high school addition to present building \$6,400

Vancouver, Wash.—Grant to aid in construction of addition to high school \$35,000

Buffalo, N.Y.—Loan and grant for construction of new Kensington High-School building \$1,198,900

Washington, D.C.—Grant for National Training School for Boys \$1,344,480

Indian Hill, Ill.—Grant for construction of school building \$141,000

(Turn to p. 60, col. 3)

BOOK HINTS

That "the greatest service the elementary school can render to children is to teach them to read" is the text of the Twelfth Yearbook of the Department of Elementary School Principals. Increasing attention on the part of educators is being paid to the elementary school library and this yearbook devotes its entire space to the subject, thus evincing the first official interest in libraries to be shown by the Department since 1925.

The preface states clearly that the volume is not written for librarians but rather to give practical help to elementary principals in solving the problems of how to get and use books as aids to classroom work. Its 10 chapters are made up of articles prepared by principals, librarians, and educationists, discussing every phase of the subject, but laying special stress on the cultivation of good reading habits in children.

FOR NURSERY SCHOOLS

The following is the text of a letter addressed on October 26, 1933, to all State Emergency Relief Administrators:

It has been brought to my attention that young children of preschool age in the homes of needy and unemployed parents are suffering from the conditions existing in the homes incident to current economic and social difficulties. The educational and health programs of nursery schools can aid as nothing else in combating the physical and mental handicaps being imposed upon these young children.

Furthermore, the nursery school program includes the participation of parents. In this way it serves to benefit the child from every point of view and parents are both relieved from their anxieties resulting from the worry of inadequate home provisions for their young children and are included in an educational program on an adult level which will help raise their morale and that of the entire family and the community.

To supply this need, the rules and regulations of the Federal Emergency Relief Administration may be interpreted to provide work relief wages for qualified and unemployed teachers, and other workers on relief who are needed to organize and conduct nursery schools under the control of the public-school systems. All plans for organizing, locating, and supervising the nursery schools shall be subject to the approval of the local superintendents of public schools and of the local relief administrators. Food supplies may be provided under the authorization of October 4 relating to child feeding programs. Completed plans shall be sent to the State superintendents of public instruction and to the State relief administrators in accordance with State procedures to obtain needed authority to proceed. Moneys granted for general relief to each State and those specifically designated for work relief in education may be used for this project.

The National Association for Nursery Education and the Association for Childhood Education offer assistance to both the public school authorities and relief administrators. They may be immediately helpful to you in examining the work relief rolls to discover qualified workers for the nursery schools.

Recognized institutes of research in child development, located throughout the country, stand ready to give needed advisory and supervisory services to help safeguard the educational program and assure adequate provisions for the nursery school work. The United States Office of Education may be called upon for information and assistance.

Announcement of this nursery school project will be sent to the superintendents of local and State public schools and to the officers of national organizations whose interests would prompt them to take the initiative with the local school authorities in starting the work.

HARRY L. HOPKINS,
Federal Emergency Relief Administrator.

"TYPEWRITER" HOLIDAY

Christmas vacation in Quiney, Mass., will be 1 day longer this year. One day's school in this city of 75,000 population costs \$7,500. Without funds to finance the purchase of new typewriters for commercial departments in the city schools, it was decided to prolong the Christmas vacation 1 day to save this amount. Typewriters will cost only \$2,000. Saving, \$5,500.

SCHOOL BUS RECOMMENDATIONS

School Buses, their safe design and operation is the title of an 11-page leaflet just issued by the National Safety Council, Inc., 20 North Wacker Drive, Chicago, Ill. Since so many children are transported to and from school daily by busses, such a publication is important to school officials. The council was aided in preparation of the publication by State commissioners of education, commissioners of motor vehicles, insurance companies, bus and bus body manufacturers, and other authorities. Single copies of the leaflet are free. Quantity prices are: 2 to 99 copies, 12 cents each; 100 to 499 copies, 10 cents each; 500 to 999 copies, 8 cents each; and over 1,000 copies, 7 cents each.

Religious Instruction



THE OFFICE of Education has recently completed a survey of public-school cooperation in week-day programs of religious education. Nearly one fifth of the 2,043 superintendents of public-school systems in cities having a population of 2,500 or more report either that they release pupils from school to attend classes of religious instruction or that they have done so in former years. These classes are organized and directed by churches or religious organizations. Pupil attendance at the classes is always elective and a written request from the parent for the pupil's release is required.

A majority of the classes are held in churches or in "centers" of religious education to which the children go when they leave the schools. However, classes are conducted within school buildings in about one fourth of the cooperating school systems which reported on housing. When this plan for housing is followed the religious education teachers come to the school buildings and pupils electing the classes are taught either in the regular classrooms or in auditoriums while those not electing the work are active with other studies.

There are three general types of administration through which the classes operate: First, each church assumes responsibility for its own parishioners and its own program of work without relation to that of any other church; second, a group of churches forms an advisory council through which problems of individual

churches may be cleared, but each church administers its own school; and third, an interdenominational type of administration is effected through a "council" which is often represented by a director or a secretary. This last type of administration is most frequently reported, though in many cities there is a combination of the "individual church" and "council" types of administration.

Details of this survey and a directory of cities in which the school systems report cooperation in the program of week-day religious instruction are included in Pamphlet No. 36 of the Office of Education.¹ A supplementary pamphlet, no. 39,² quotes from laws of the several States relating to the release of pupils from public schools for religious instruction. These statements of law include the State legislative provisions, judicial decisions, and opinions of attorneys-general.

The survey focuses attention entirely upon the administration of the classes and no evaluation has been made of the curricula used. The classes are one means of providing more time for religious education and of making it possible for the churches to enroll a larger proportion of the youth in the city than the Sunday schools are now able to reach.

—MARY DABNEY DAVIS.

¹ Pamphlet No. 36, Week-Day Religious Instruction, by Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education, Office of Education, Department of the Interior, Washington, D.C.

² Pamphlet No. 39, Laws Relating to the Releasing of Pupils from Public Schools for Religious Instruction, by Ward W. Keeseker, Specialist in School Legislation, Office of Education.

Adult Education Conference

TO SMOOTH the way for the adult education program authorized by the Federal Emergency Relief Administration, United States Commissioner of Education George F. Zook invited more than two-score adult education leaders to a conference in Washington, D.C., October 11.

Meeting in the Office of Education, the conferees agreed that many school teachers and persons experienced in other fields, but now unemployed, could well teach other unemployed adults. However, they reported, many needy persons will not register as "destitute" to be placed on relief rolls, and Administrator Hopkins' order from F.E.R.A. headquarters states specifically that only those on relief rolls can receive work-relief wages for teaching other men and women desiring instruction.

"The process of qualifying for work relief should be made easier for many who are on the thin edge of poverty and yet who refuse to be labeled as paupers", said Dr. L. A. Emerson, West Side Branch Y.M.C.A., in New York City. It was pointed out that "persons who should be on relief should be placed on relief."

Dr. L. R. Alderman, Office of Education advisor on the F.E.R.A. adult education program, said that Pennsylvania now has 500 teachers on relief rolls. This State, incidentally, is the first to receive F.E.R.A. funds for a State program of adult education. State Superintendent Hall, of Virginia, explained how his State secured from each school superintendent the number of teachers unemployed not now on relief lists, the type of work they could do, and type of classes they could organize.

New York City's program of adult education (see p. 44) received much attention.

Dr. Wright, of the former Federal Board for Vocational Education and now Assistant Commissioner for Vocational Education in the Federal Office of Education said, "We as educators must think in terms of giving relief to people who are in need of relief." He pointed out that more people are on relief than is generally believed—40 percent of families in 5 large southern cities are on relief rolls.

"This is the grandest opportunity that has come to education in centuries", said

* LEADERS *Discuss Problems Arising from F.E.R.A. Order Authorizing Federal Funds for Adult Education*

Dr. Charles R. Mann, of the American Council on Education. He urged, however, there should be a "certain relaxation" in the interpretation of the term "destitute" so that "this enormous national experiment may be steered successfully."

Because of the interest in extending the adult education program of the F.E.R.A. for C.C.C. camps throughout the United States, Commissioner Zook invited Mr. Robert Fechner, Director of Emergency Conservation Work, to speak to the conference. Mr. Fechner expressed hope that additional educational opportunities will be offered the young men in these camps this winter when nights are long and they have considerable leisure time in their newly illuminated barracks.

That there is an urgent need for teaching of adult persons was clearly brought out in two statements, one to the effect that 20,000 shirtmakers in a large city had asked for some kind of instruction, and another that several hundred hosiery workers in another city want to learn something other than hosiery making.

The conference discussed teacher-training at length. Teachers who understand working people and community problems are needed. They should be constantly trained to serve class members efficiently. "It takes from 6 weeks to 2 months to train counselors for positions of this kind," one conferee said.

Health education, vocational education, mental treatment, correspondence education, reading courses, and other subjects entered into the day's discussion.

The conference resolved that adequate personnel and facilities for aiding and supervising the F.E.R.A. adult-education program be furnished the Federal Office of Education.

Those in attendance were: Morse A. Cartwright, American Association for Adult Education; L. A. Emerson, West Side Branch Y.M.C.A., New York City; Ray Fife, Supervisor Vocational Agriculture, State of Ohio; A. B. Hall, Brookings Institution, Washington, D.C.; Sid-

ney B. Hall, Virginia State Superintendent of Education; Rev. George Johnson, National Catholic Welfare Conference; Clarence S. Marsh, University of Buffalo; Carl H. Milam, American Library Association; Spencer Miller, Jr., Workers' Education Bureau of America; James A. Moyer, Division of University Extension, State of Massachusetts; Frank S. Persons, United States Department of Labor; R. I. Rees, American Telephone & Telegraph Co.; Robert O. Small, Division of Vocational Education, State of Massachusetts; J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa; J. C. Wright, Assistant Commissioner for Vocational Education, Federal Office of Education; Dr. George B. Zehmer, Director, Extension Division, University of Virginia; J. L. Kercher, California Workers' Education Bureau; George C. Cole, State Superintendent of Education, Indiana; and Charles R. Mann, American Council on Education.

—JOHN H. LLOYD.

P.T.A. PLAN

What definite activities will parent-teacher associations promote during this year to relieve the educational emergency? Mrs. Hugh Bradford, president of the National Congress of Parents and Teachers, summarizes these activities as follows:

"We expect to keep ourselves informed of school budgets and school needs.

"We expect to support legislative programs to obtain emergency relief for the schools.

"We hope to work with educators in stabilizing State support for education.

"We hope to assist in keeping up enrollment of schools by giving aid to children who otherwise would be unable to attend school.

"We are also planning to give at our parent-teacher meetings such information as school patrons and other taxpayers need to arouse in them a sense of responsibility for the schools."

New Government Aids For Teachers



THE PUBLICATIONS LISTED May be Purchased from the Superintendent of Documents, Washington, D.C. Stamps or Defaced Coins are Not Accepted. If More Convenient, Order Through Your Local Bookstore.

HOW to Take Fingerprints. 1933. 9 p., illus. (Department of Justice, United States Bureau of Investigation.) 5 cents. (Civics.)

Children's Progress, 1833-1933. 1933. 22 p., illus. (Children's Bureau.)

Some of the important steps taken to reduce the death rate among babies; to educate parents in the care of children; to help children who are dependent, delinquent, or physically or mentally handicapped; and to protect the child worker are shown by word and illustration. (Sociology; Child health.)

The Pan American Union—Its Organization and Purpose; Its Building; Its History; Its Activities; and Its Field. 1933. 12 p., illus. folder. (Pan American Union.) Free. (Civics; Geography.)

Price List: No. 73. Handy Books. (Government Printing Office.) Free.

Agricultural Part-time Schools—Methods of Organizing and Conducting Part-time Schools. 1933. 21 p. (Federal Board for Vocational Education.) 5 cents. (Vocational education; Teacher training.)

Causes of Illness in 9,000 Families Based on Nation-wide Periodic Canvasses, 1928-31. 1933. 26 p., charts. (Public Health Service.) 5 cents.

Minor respiratory conditions were found to be the most frequent causes of illness resulting in loss of time from work or school. (Public Health.)

What Builds Babies? 1933. 8 p., folder. (Children's Bureau, Folder No. 4.) 5 cents. (Home economics; Child care.)

Studies of the Nutritive Value of Oysters. 1933. 30 p., charts. (Bureau of Fisheries.) 5 cents.

After experimentation it was found that the oyster is equaled or excelled only by liver in the amounts of iron and copper that it furnishes to the diet in an average serving. (Home economics.)

Women at Work—A Century of Industrial Change. 51 p., illus. (Women's Bureau.) 5 cents. (Civics.)

Proposed Codes of Fair Competition: 637-C Book Manufacturing Industry; 637-D Textbook Publishing Industry; 886-B Printing Equipment Industry. (National Recovery Administration.) 5 cents each.

Code of Fair Competition for the Periodical Publishers Industry. 1933. 10 p. mimeog. (National Recovery Administration.) Free.

Iron and Steel Industry and Trade of India. 1933. 23 p. (Bureau of Foreign and Domestic Commerce.) 5 cents. (Economics; Geography.)

Effectiveness of Vocational Education in Agriculture. 1933. 19 p., charts. (Federal Board for Vocational Education, Bulletin No. 82, Agricultural Series No. 13.) 5 cents.

A study of the value of vocational instruction in agriculture in secondary schools as indicated by the occupational distribution of former students. (Vocational education; Agriculture.)

Hurricane Warning Service. 1933. 4 p. (Department of Agriculture, Weather Bureau.) Free.

Did you know that the Weather Bureau displays at many coastal points flags by day and lanterns by night as a warning of hurricanes? This pamphlet describes the Weather Bureau's reporting and warning service; the nature and behavior of tropical storms; and the importance of public cooperation. (Civics; Nature study.)

Whooping Cough—Its Nature and Prevention. 1933. 4 p. (Public Health Service, Supplement No. 106, Public Health Reports.) 5 cents. (Public health.)

Milk for the Family. 1933. 30 p. (Department of Agriculture, Farmers' Bulletin No. 1705.) 5 cents.

Every school child should learn—what milk contributes to the well-balanced diet; how much milk the family needs; something about the grades and quality of milk; why milk is commercially pasteurized; what milk to select for the baby; how to care for milk and cream at home; the value of milk in its various forms; and the many ways to use milk and its products. (Home economics.)

Congressional Directory. Official Congressional Directory for the use of the United States Congress, Seventy-third Congress, first session, beginning March 9, 1933. 1933. 696 p. Cloth, \$1.

Valuable reference book for high-school and college libraries containing biographical sketches of the Vice President, Senators and Representatives from each State—their terms of service, etc. A directory of the standing committees of the Senate and House of Representatives; official duties of each of the Government departments, bureaus, and independent offices and commissioners; foreign diplomatic and consular offices in the United States and in the foreign service of the United States. Contains much additional useful information. (Library science; Civics.)

Charts

Charts of world production, imports and exports of major minerals of industry, 1929. 1933. 3 pages. 10 charts. (Commerce Department.) 5 cents.

Information on coal, petroleum, iron and steel, manganese, copper, lead, and zinc.

—MARGARET F. RYAN.

Educational Meetings

PLACES and dates of meetings of the larger educational associations will be reported in SCHOOL LIFE starting with this issue as an added service to SCHOOL LIFE readers. The following national, sectional, and State meetings scheduled during December and January are to be held at the places stated:

National

American Association for the Advancement of Science. Boston, December 27-January 2.
 American Association of Commercial Colleges; National Association of Accredited Commercial Schools; National Commercial Teachers Federation. Cincinnati, December 27-29.
 American Association of Teachers of Italian. St. Louis, Mo., December 28-30.
 American Association of Teachers of Spanish. Cleveland, December 27-28.
 American Association of University Professors. Philadelphia, December 29-30.
 American History Association. Urbana, Ill., December 27-29.
 American Nature Study Society. Boston, December 27-30.
 American Philological Association. Washington, D.C., December 27-29.
 American Political Science Association. Philadelphia, December 27-29.
 American Society for the Study of Disorders of Speech. New York City, December 28-30.
 American Statistical Association. Philadelphia, December 27-29.
 American Student Health Association. Chicago, December 28-29.
 American Vocational Association. Detroit, December 6-9.
 Association of American Colleges. St. Louis, Mo., January 18-19.
 Association of American Geographers. Evanston, Ill., December 26-28.
 Association of American Law Schools. Chicago, December 28-30.
 Association of Business Officers of Preparatory Schools. Special meeting at Columbia University Club, December 16.
 Botanical Society of America. Boston, December 26-30.
 College Physical Education Association. Chicago, December 27-28.
 Geological Society of America. Chicago, December 28-30.
 Linguistic Society of America. Washington, D.C., December 29-30.
 Modern Language Association of America. St. Louis, Mo., December 28-30.
 Music Teachers National Association; National Association of Schools of Music. Lincoln, Nebr., December 27-30.
 National Amateur Athletic Federation of America, Women's Division, December 28-29.
 National Association of Teachers of Speech. New York City, December 27-29.
 National Collegiate Athletic Association. Chicago, December 29.
 National Committee on Education by Radio. Washington, D.C., January 15.
 National Council of Geography Teachers. Chicago, December 26-27.
 National Council of Teachers of English. Detroit, November 30-December 2.
 National Federation of Modern Language Teachers. St. Louis, Mo., December 27-28.

Sectional

Association of University and College Business Officers of the Eastern States. Rochester, N.Y., December 8-9.
 Central Association of Science and Mathematics Teachers. Chicago, December 1.
 College Conference on English in the Central Atlantic States. Atlantic City, December 2.
 Eastern Association of College Deans and Advisors of Men. Atlantic City, December 2.
 Middle States Association of Colleges and Secondary Schools. Atlantic City, December 1-2.
 Northeastern Association of Colleges and Secondary Schools. Boston, December 8-9.
 Northeastern Association of Teachers of English. Springfield, Mass., December 8-9.
 Northeastern Association of Teachers of Mathematics. Boston, December 2.
 Southern Association of Colleges and Secondary Schools; Southern Commission on Higher Institutions. Nashville, Tenn., December 4-8.

State

Adult Educational Association of Southern California. Los Angeles, December 20.
 Illinois State Teachers Association. Springfield, December 27-29.
 Association of Kentucky Colleges and Universities. Lexington, January 13.
 High School Principals Association of Massachusetts. Boston, January 13.
 Educational Research Association of New York State. Syracuse, December 27.
 New York Associated Academic Principals. Syracuse, December 27-29.
 New York State Association of Elementary School Principals. Syracuse, December 27-29.
 Oregon State Teachers Association. Portland, December 27-29.
 Pennsylvania State Teachers Association. Philadelphia, December 27-29.
 Elementary Principals and Supervisors Association of Texas. Austin, November 29-December 1.
 Texas State Teachers Association. Austin, November 30-December 2.
 Virginia Education Association. Richmond, November 29-December 1.

N.R.A. CODES

(Continued from p. 51)

Step 10: Representatives of the industry may make a further statement to the President.

Step 11: The President, after making any further changes in the code he deems advisable, issues an Executive order approving the code.

Step 12: The code replaces the temporary "blanket code" which was widely adopted as a "stop gap" measure in July and August.

If you read typical codes (see list on back cover of SCHOOL LIFE) you will find that they lay down for the "great game of American industry", sets of rules. The rules for each industry vary more or less from the rules of other industries. Each

code sets forth: (1) Its purpose; (2) definitions of important terms used in the code; (3) labor provisions including a guarantee that "employees shall have the right to bargain collectively"; and a ban on child labor; (4) hours of work; (5) rates of pay; (6) trade practices approved and disapproved; (7) creation of a "code authority", which is a representative committee of the industry.

This code authority must see that the provisions of the code are carried out.

How does the N.R.A. affect education?

Since education is not an industry and learning not a product of the soil, neither the N.R.A. nor A.A.A. program includes plans for schools. Yet education is profoundly affected by the N.R.A. Civics and history courses and textbooks will have to be brought up to date. The child-labor ban included in all codes puts 100,000 more young people, it is estimated, on our high-school doorsteps.

Schools and colleges purchase upward of \$87,000,000 worth of instructional supplies each year. Companies producing and selling these supplies are adopting codes which will ultimately affect school budgets.

Even greater will be the indirect effects of the N.R.A. on education. Shorter working hours shift to the schools responsibility for educating for use of leisure. Substitution of cooperation for competition as a national objective will emphasize the importance of schools educating children for cooperation. Expert observers agree that the closely knit social and economic life envisioned by the recovery program can only be maintained successfully by a highly educated citizenry. The National Recovery Administration will make schools more important to America than ever before.

—WILLIAM DOW BOUTWELL.

P.W.A. FUNDS

(Continued from p. 56)

El Paso County, Colo.—Loan and grant to school district no. 11 for construction of high school and renovating adjacent buildings \$938,000

Longview, Tex.—Grant to aid construction of 6-room primary school buildings \$2,400

Central Point, Mo.—Grant to aid in construction of 1-room elementary school building \$700

Wilmington, Del.—Grant for construction of high-school building \$435,000

Watch November SCHOOL LIFE for additional allotments to school systems.